

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

THE JEFFERSON MEMORIAL

A memorial to Thomas Jefferson in Washington, such as planned some time ago, apparently is now out of the picture. It had been proposed to erect a \$3,000,000 replica of the Roman Pantheon, near the Tidal Basin, but the committee in charge has abandoned the idea after running into considerable difficulty, and a number of competent architects have disclaimed the idea as being unsuitable from the standpoints both of beauty and utility.

That brings on an impasse which Senator Schwellenbach has attempted to break by offering an amendment to the original memorial bill providing for a school of government at the University of Virginia. It would be a useful memorial to the great Democrat who so cherished his role as founder of the university that he decreed that it should be graven on his monument that he was the father of the institution. His devotion to the university is the more marked in that he did not ask for any reference in the inscription to his presidency of the United States.

As Jefferson penned the ante-mortem inscription for his monument, it reads: "Here was buried Thomas Jefferson, author of the Declaration of Independence, of the

Statute of Virginia for Religious Freedom, and Father of the University of Virginia." If we would attempt to read Jefferson's desires at this distance from his times, we would conclude that a memorial adorning or extending the influence of the university would be the type most to his liking. Senator Schwellenbach seems to have had something of the kind in mind in his proposal.

That has since been supplemented by an article by Harcourt Parrish, an alumnus, writing in the university's *Alumni News*, carrying out the idea of Jefferson's wishes, and saying in part:

"Would it not be a greater memorial to Thomas Jefferson if the University of Virginia could use a portion of the income from this appropriation for the establishment of a research professorship in the school of medicine for the study of cancer? Would it not be more in keeping with Jefferson's ideals for the school of economics to conduct a research project looking toward a solution of the tenant-farming problem in the South? Would it not be more helpful to the people as a whole if the pros and cons of TVA were discussed for students in the engineering school and in the classes of government and economics?"

Some such idea, carefully developed and fully studied, will, we hope, bear fruit in the Jefferson memorial. The chief service of the great friend of the American masses was to freedom of thought and to education, and a memorial that furthers these great objectives would seem the most fitting for him whose memory has not yet been adequately honored by his countrymen.—Editorial from *Daily Press*, Newport News, Va., Aug. 28, 1937.

PORTRAIT OF MR. CONRAD UNVEILED

From *The Harrisonburg Daily News-Record*, Sept. 30, 1937

The late Senator George N. Conrad was honored in a special memorial service at the State Teachers College yesterday morning

when an oil portrait, a striking likeness of him, was accepted by Dr. Samuel P. Duke, president, on behalf of the college, from Dr. Rachel F. Weems, secretary of the Alumnae Association, and a sincere eulogy on the civic and church leader was delivered by Dr. Noland M. Canter, Harrisonburg physician.

Extolling the virtues of the character of the late Senator and declaring that "the good influence of his life will never die," Dr. Canter explained that the college wanted to perpetuate his memory in the enduring form of a portrait "because he was its friend."

"He had a great capacity for friendship," said Dr. Canter. "They (the college) never doubted the sincerity and genuineness of it. In the second place, he was fair in all his dealings with his fellowmen. He was kind, thoughtful, considerate—but it is in something more than all these things that the reason for his memorial is to be found. It is in the kind of a man he was and in the kind of a life he lived.

Religious Earnestness

"The chief elements of his strength were his moral character and his religious earnestness. He reached his port by toil, by eyes uplifted to the stars, and by the daily grip of God's strong hand. It is character that counts in the great crises of life. Far above his ability as a statesman, above his skill in business, above his extensive information and well-reasoned convictions on life in general, the great strength of George N. Conrad was in that patience and far vision and confident faith which grew out of his moral convictions and dependence on the source of all power."

"The example of Senator Conrad still speaks," asserted Dr. Canter. "The fragrance of his life still abides to inspire others as he inspired, to serve as he served. The years will not dim his memory. He has gone to his reward, but has left a record of which his family, friends, and ac-

quaintances may well be proud. The world is better because he lived here and mingled with his fellowmen," said the physician.

The definition of success was fully met in the life of Senator Conrad, according to Dr. Canter. The portrait, the physician stated, should be used as a symbol "which will inspire our thoughts to sentiments of right living, patriotism, and loyalty to this great nation of which it is our good fortune to be citizens." The portrait, he said, will keep "alive in the memories of all, the outlines of the familiar form, surmounted by the noble brow and kindly eyes."

President Duke's Acceptance

In accepting the portrait on behalf of the college, President S. P. Duke said:

Mr. Conrad was a vigorous and aggressive person. He abounded in good humor and hopefulness. There was no note of sadness or pessimism in his contacts with people, and I trust no note of this character may be introduced into this ceremony.

In receiving this portrait on behalf of the college it seems appropriate to point out first of all the official connections which Mr. Conrad had with this institution.

This college was established as the State Normal and Industrial School for Women by an act of the General Assembly of Virginia on March 14, 1908. Governor Claude A. Swanson, the present Secretary of the Navy, promptly appointed a Governing Board for this new school. You may find the following statement in the minutes of the Board, June 26, 1908:

"On motion, George N. Conrad, Esq., was designated as the attorney to represent the Board in the examination of title and to pass upon the sufficiency of the deed to be executed for the lands heretofore purchased as a site for the school."

In the minutes of the Board, Sept. 15, 1908, appeared this statement: "George N. Conrad, Esq., was selected as legal counsel to the Board." From this date until his death last year, Mr. Conrad served

continuously as the legal counsel of this college.

In 1910 Governor Swanson appointed Mr. Conrad as a member of the Governing Board of this college, and we consequently have the following action recorded in the minutes of the Board, March 23, 1910: "On motion of Mr. King, George N. Conrad was elected secretary of the Board for the unexpired term of A. H. Snyder, deceased."

On March 28, 1911, we have the further entry in the minutes of the Board: "The election of officers for one year from this date, etc. . . Secretary—Julian A. Burruss, Treasurer—George N. Conrad.

In the capacity of Treasurer of the Board Mr. Conrad continued to serve the college most efficiently until 1914 when the legislature abolished the separate Boards of the individual Normal Schools and placed the four schools under one Board known as the Virginia Normal School Board.

In 1923 Mr. Conrad was appointed a member of the Board of the Virginia Normal Schools by Governor Trinkle, became Vice-President of this body, and remained a faithful and efficient member of the Board until it was replaced in 1930 by the State Board of Education.

Mr. Conrad saw more clearly than any layman I know the potentialities and possibilities of our schools as great colleges for the education of Virginia women.

He fought continuously for more liberal support of these colleges on the part of the State and contended that the State made no expenditure or investment of its funds that produced greater returns to the Commonwealth than its expenditures for its teachers' colleges.

Mr. Conrad wrote the bill which was introduced into the General Assembly of 1924 and passed as an act February 13, 1924, changing the names of the institutions from Normal Schools to Teachers Colleges.

Mr. Conrad commented frequently on the splendid appearance and behavior of our

college students as hundreds of them passed by his home on Main Street every day. He had an abounding confidence in the good character, the ability, and the fine purpose of our students. He measured their usefulness and service to the State as second to none.

He remained a loyal and unswerving friend of every student and faculty member of this college. In this conception of him I accept with pleasure, and shall place in a position of honor, this portrait of Senator George N. Conrad.

THE TEACHER'S LETTER BOX

EDITOR'S NOTE: Because so many letters asking for help on practical problems of the elementary school come to the desk of the Director of the Harrisonburg Training School, we have asked Miss Katherine M. Anthony to let THE VIRGINIA TEACHER publish each month a few of these requests with her replies.

While not attempting to compete with Emily Post or Kathleen Norris or Beatrice Fairfax, she has agreed to summarize a few requests each month and to give her answers. Perhaps the citation of sources and references along with other advice on how to do will even add a Frederic J. Haskin touch.

Readers are invited to write to Miss Anthony concerning their problems in elementary school management and instruction.

Dear Letter Box:

I have been asked to speak at the fall meeting of our county teachers' association on the following subject: "The enrichment of the lives of our pupils through the development of understandings relating to the practice of courtesy, friendliness, neighborliness, mutual helpfulness, and through an appreciation of our interdependence." May I ask you to help me prepare this work? If you have any suggestive units or activity plans that may be used or any other material on this subject, I shall appreciate your sending them to me.

MARTHA

Could you state the topic for your speech in simpler language? For instance, are you trying to show how the things that children learn change their attitudes and even their actions? Or, to put it in another way, how does knowledge underlie what we feel and what we do? And doesn't the Bible phrase it very clearly, "As a man thinketh in his heart, so is he"?

Once you have thus phrased the topic in everyday language, sit down and write out what you yourself really believe about it. This short statement can then be enlarged to make your speech. Be sure you keep to simple terms and that you use only such general ideas as you fully under-